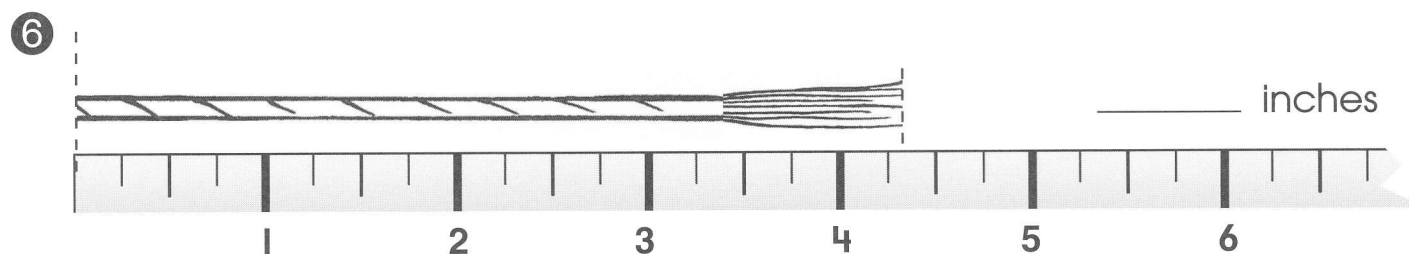
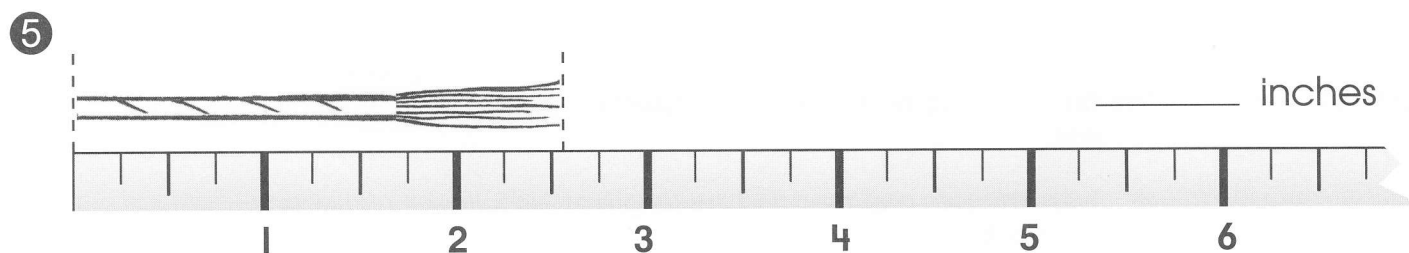
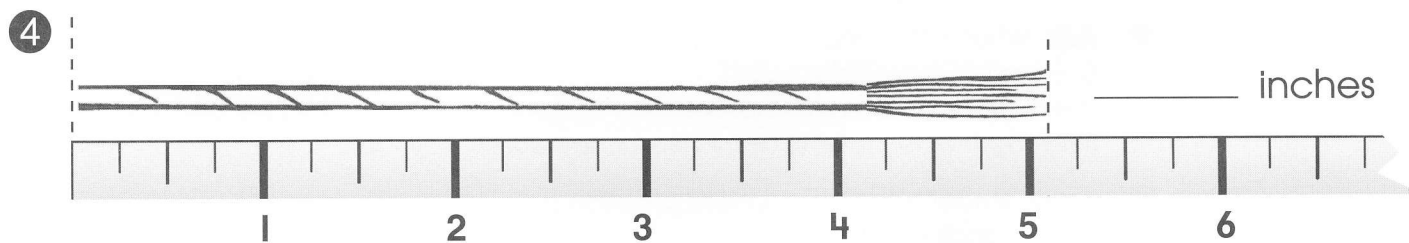
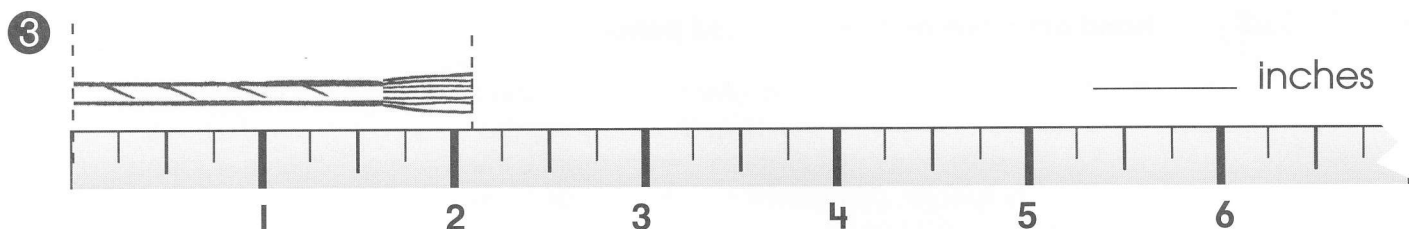
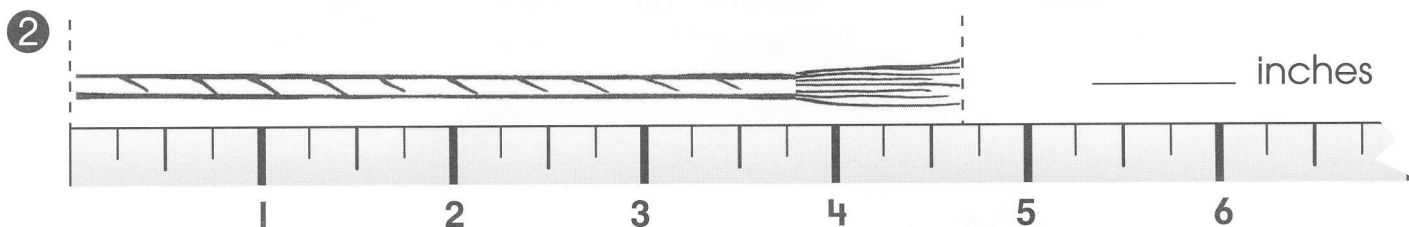
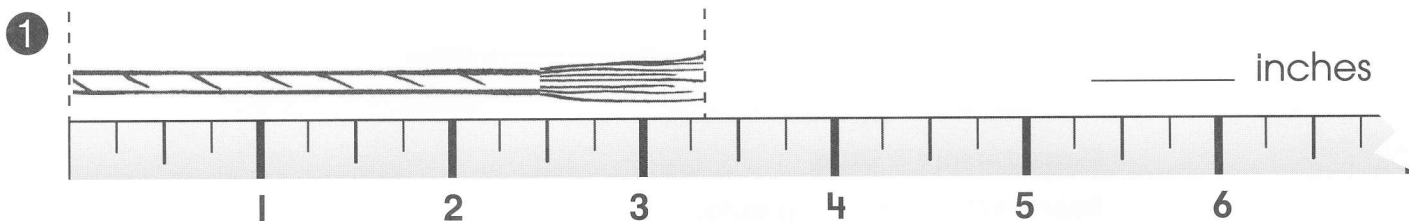
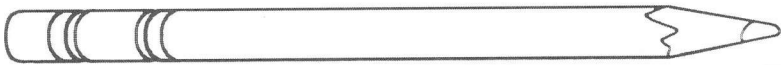

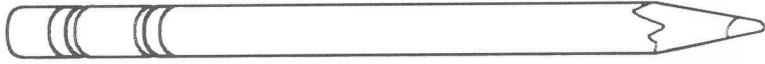
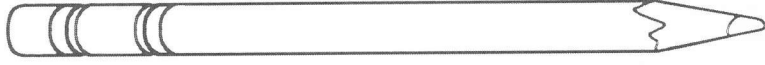
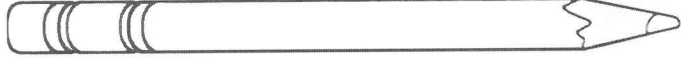
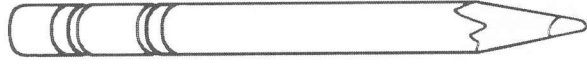
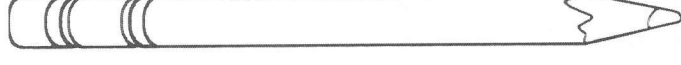



Measure the length of each string to the nearest quarter inch.

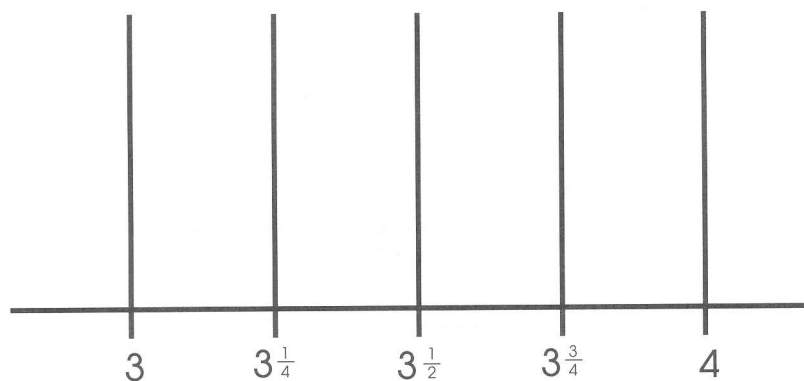


Circle the longest piece of string.

Use an inch ruler. Measure each pencil to the nearest quarter inch.

- 1  _____ inches
- 2  _____ inches
- 3  _____ inches
- 4  _____ inches
- 5  _____ inches
- 6  _____ inches
- 7  _____ inches
- 8  _____ inches

Use the data to make a line plot.



Length of Pencils in Inches

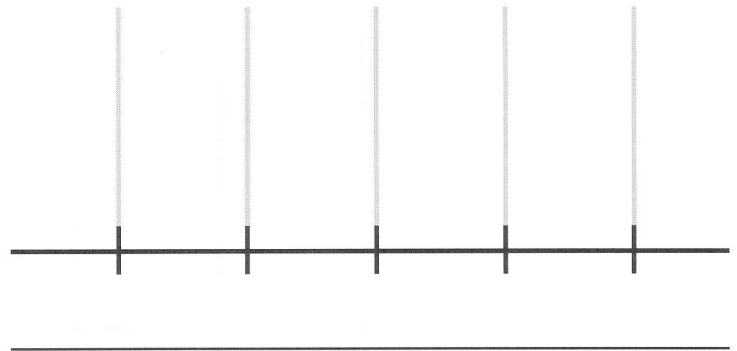


Tell how you measured.

Use an inch ruler. Measure the length of 10 crayons. Measure to the nearest quarter inch. Record the data. Use the data to make a line plot. Make an X to show the length of each crayon.

| Crayon # | Crayon Length |
|----------|---------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

| Length of Crayons in Inches | Number of Crayons |
|--------------------------------|----------------------|
| | |
| | |
| | |
| | |
| | |

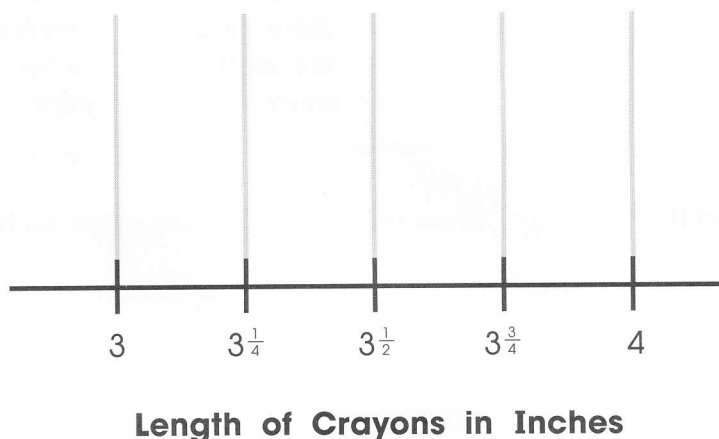


Write an explanation of how the data in the chart matches the line plot.

Solve.

- 1 Sam measured the lengths of his crayons. The table shows his data. Use Sam's data to complete the line plot. Make an X to show the length of each crayon.

| Length of Crayons in Inches | Number of Crayons |
|--------------------------------|----------------------|
| 3 | |
| $3\frac{1}{4}$ | |
| $3\frac{1}{2}$ | |
| $3\frac{3}{4}$ | |
| 4 | |



- 2 What length was the most common of Sam's crayons?
- a) 4
- b) $3\frac{3}{4}$
- c) $3\frac{1}{2}$
- d) $3\frac{1}{4}$
- 3 How many crayons were more than 3 inches in length?
- a) 3
- b) 4
- c) 7
- d) 9